

Title Programs' Newsletter

August/September 2016

Welcome back to



SAVE THE DATES!

Title I Director's Workshop

Wednesday, October 5, 2016

Pierre, SD

MacKay Building

Library Commons

10:00 AM - 5 PM (CST)

Wednesday Café Webinars

2nd Wednesday of the month

1:30 pm CST

September 14, 2016

2017 Title Conference

July 11-12, 2017

Pierre, SD

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PRESS RELEASE

For Immediate Release: Thursday, August 18, 2016

Contact: Tony Venhuizen or Kelsey Pritchard

605-773-3212 <http://sd.gov>

Make School Attendance A Priority

A column by Gov. Dennis Daugaard:

Across South Dakota, a new school year is getting underway. Students and families are getting back into the school day routine, reestablishing study habits and juggling activities.

In order to succeed in school, students are often reminded to listen to their teachers, complete homework assignments on time and cooperate with their classmates. There is another simple practice we sometimes overlook that is absolutely critical: consistent school attendance. It seems obvious, but the importance of attendance cannot be overstated.

Some absences cannot be avoided, and that is understandable. Sometimes though, absences can add up without notice. The research indicates that all it takes is missing 10 percent of a school year to negatively impact student achievement. That might sound like a lot, but when you consider that it translates to just two or three days a month, it's easy to see how families can sometimes overlook accumulating absences. It doesn't matter if absences are excused or unexcused, consecutive or non-consecutive. Time out of the classroom is learning time lost.

Attendance is vital from the very beginning. Kindergarten and 1st grade students who are chronically absent are much less likely to read at grade level by the end of 3rd grade. Already by 6th grade, chronic absence is an indicator that students are at risk for dropping out of school. And by 9th grade, a student's attendance record is an even better predictor of graduation rates than 8th grade test scores.

In September, we'll be observing Attendance Awareness Month in South Dakota. I encourage you to join with me in this observation.

This school year make attendance a priority in your household. Think of it as your student's first and most important job, and know that the habits they form now will likely stick with them when they enter the workplace. Help your kids understand the importance of showing up. As Woody Allen put it, "Eighty percent of success is showing up."

Executive Proclamation

State of South Dakota

Office of the Governor

Whereas, Good attendance is essential to student achievement and graduation, and South Dakota is committed to reducing chronic absenteeism rates; and,

Whereas, Chronic absence – missing 10 percent or more of school or just 2 or 3 days a month – is a proven predictor of academic trouble and dropout rates; and,

Whereas, The impact of chronic absence hits low-income students who are more likely to face systemic barriers in getting to school – such as unreliable transportation, lack of access to health care, unstable or unaffordable housing; and,

Whereas, Improving attendance and reducing chronic absence takes commitment, collaboration, and approaches tailored to particular challenges and strengths in each community; and,

Whereas, Chronic absence can be significantly reduced when schools, parents, and communities work together to monitor and promote good attendance and address hurdles that keep children from getting to school:

Now, Therefore, I, Dennis Daugaard, Governor of the state of South Dakota, do hereby proclaim September 2016, as

ATTENDANCE AWARENESS MONTH

in South Dakota, and encourage school leaders, parents, and communities to spread the message that good attendance matters and to develop solutions to ensure all children are in school as much as possible and engaged in their learning.



In Witness Whereof, I have hereunto set my hand and caused to be affixed the Great Seal of the state of South Dakota, in Pierre, the Capital City, this Tenth Day of August in the Year of Our Lord, Two Thousand and Sixteen.

Dennis Daugaard
Dennis Daugaard, Governor

Attest:

Shantel Krebs
Shantel Krebs, Secretary of State



Help Your Child Succeed in School: Build the Habit of Good Attendance Early

School success goes hand in hand with good attendance!

DID YOU KNOW?

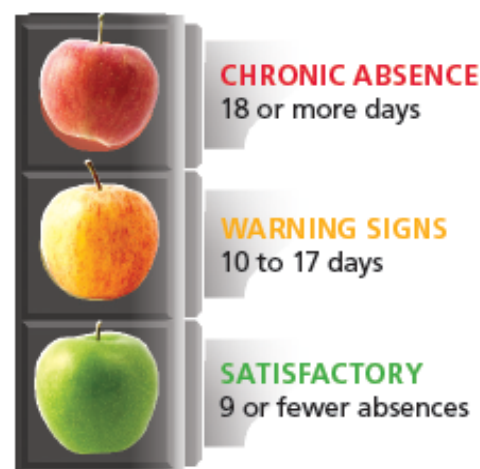
- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

For more on school readiness, visit attendanceworks.org and reachoutandread.org

K12 Mailing Lists

Just a quick reminder: There are many mailing list available for educators to help bring you information in your field or in areas of interest. Check them out by going to the K-12 Mailing Lists, on the K12 Data Center webpage:
<http://www.k12.sd.us/MailingList/>



Join our Title I listerv today!

Title Conferences and Updates:

2017 National Title I Conference

February 22 - 25, 2017

Long Beach, California

2017 SD Title Conference

July 11-12, 2016

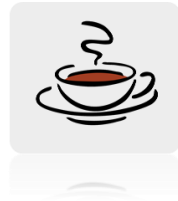
Pierre, SD



NOTE: If you were unable to attend our 2016 Title Conference this year or if you missed out on the handouts or PowerPoints from sessions, please take a few minutes to visit our website for links to many of the sessions:

<http://doe.sd.gov/title/conference.aspx>

Title Programs Wednesday Café Webinars



Do you want to learn more about Title Programs? Would you like to network and learn from others in the field? Then join us for **Wednesday Café**.

What: **Wednesday Café** is a **discussion** and **information networking** session for those who are at the crossroads of **Title Programs** and learning. Our monthly gatherings feature a short talk, fresh coffee and thought provoking conversation.

Who: Our members are those who want to learn more about **Title Programs** and refresh their knowledge and hear from others in the field too. The webinars will be approximately 45-50 minutes.

When: Join us in 2016 on Wednesday afternoons, 1:30 CST

September 14
October 12
November 9

Where: The **Wednesday Café** takes place at your computer and we will visit via webinar.

Remember to mark the days on your calendar and we will see you for coffee.

Topics of Conversation may include: Family and Community Engagement, Targeted Assistance and Schoolwide Programs, Data, ESSA reauthorization-Where are we now?, Consolidated Application Program Information and other topics related to Title Programs.

To sign up for the webinar: <https://southdakota.gosignmeup.com>

On the left bar, look for and click on **Show All, Professional Development** and then choose **Title Programs Wednesday Café**



Title I Director's Workshop

Join us in Pierre on October 5, 2016 from 10 AM - 5 PM Central time. Learn about expectations for the 2016-2017 school year as we make the transition to ESSA, changes under ESSA, program specific information for Title programs, and the Grants Management System. Spend time collaborating with your colleagues, asking questions and giving input in to the Title programs offered in our state. To register, please go to: <https://southdakota.gosignmeup.com> and search for Title I.

New under ESSA

- ◇ Ombudsman
 - ◇ Foster Care
-



Ombudsman for Private Schools

The new law requires states to designate an ombudsman to monitor and enforce the requirements imposed on school districts to ensure equitable services to private school students and teachers. States also have to tell private school officials “in a timely manner” the amount of funds that a district determines are available for services and benefits to private school students and teachers. In turn, districts are required to spend the funds allocated for the benefit of private school children in the fiscal year for which the funds are received.

Jordan Dueis will be the SD Department of Education’s Ombudsman starting with the 2017-18 school year.

EVERY STUDENT SUCCEEDS ACT (ESSA) AND FOSTER CARE

On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA). Originally enacted in 1965 and last reauthorized as the No Child Left Behind Act in 2002, ESEA's mission is "to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education." ESSA is the first major overhaul of federal education law in over a decade. For the first time, the ESEA now contains key protections for students in foster care to promote school stability and success, and required collaboration with child welfare partners.

ESSA PROTECTIONS FOR FOSTER CARE STUDENTS

REMAIN IN THE SAME SCHOOL WHEN IN THE CHILD'S BEST INTEREST

Under the new law, state education agencies must assure that students in foster care remain in their school of origin, unless it is not in their best interest. Federal child welfare law already requires child welfare agencies to collaborate with education agencies to ensure school stability when it is in the child's best interest; this law creates reciprocal obligations on education agencies.

TRANSPORTATION

For some students in foster care, transportation is needed to allow them to remain in the same school. By December 10, 2016, local education and child welfare agencies must develop plans for providing cost-effective transportation when needed to allow students to remain in the same school.

IMMEDIATE ENROLLEMENT

Under the ESSA, children in foster care can enroll immediately in a new school when a school change is necessary, even if the child cannot produce normally required enrollment documents and school records. Additionally, enrolling schools must immediately contact the school last attended by the child to obtain relevant education records.

SEA POINT OF CONTACT

Under the new law, every state education agency must designate a point of contact for child welfare agencies. To ensure that the point person has the capacity and resources needed, the individual must be someone other than the state's McKinney-Vento Act Coordinator.

LEA POINT OF CONTACT

When the child welfare agency notifies the local education agency that it has a point of contact for the education of children in foster care, the LEA is now required to designate a similar point of contact. This exemplifies the type of collaboration needed to support implementation of the law: both child welfare agencies and local education agencies need to designate staff to ensure school stability and support the educational success of children in care.

DATA COLLECTION AND REPORTING

For the first time, state educational agencies will be required to report annually on student achievement and graduation rates for students in foster care. LEAs will be responsible for encoding children in foster care within Infinite Campus.

REMOVAL OF "AWAITING FOSTER CARE" PLACEMENT FROM THE MCKINNEY-VENTO ACT

Because of the addition of these key protections for students in foster care and in recognition of the need for additional resources for students who are homeless, this law removes "awaiting foster care placement" from the definition of "homeless" for purposes of the McKinney-Vento Act one year after enactment.

SOUTH DAKOTA DEPARTMENT OF EDUCATION CONTACT:

Jenifer Palmer
Jenifer.Palmer@state.sd.us
 605-773-4437

ELL Opportunities - Click for more information

If the link doesn't work, type <http://doe.sd.gov/oess/TitleIIIela.aspx> in your browser.



Fall 2016 SDDOE EL Professional Development Opportunities

Face-to-Face EL Program Boot Camp	Online EL Program Boot Camp Webinar Series	WIDA- Lesson Planning	Interpreting Score Reports for Instruction	Interpreting Score Reports for Instruction	Dakota TESL Conference
September 8-9	Starting in October	October 11-12	November 1	November 2	November 9-10
Watertown		Sioux Falls	Sioux Falls	Huron	Fargo, ND
Target Audience: Administrators & EL Coordinators	Target Audience: All educators	Target Audience: EL Teachers & Content Teachers	Target Audience: EL Teachers & Content Teachers	Target Audience: EL Teachers & Content Teachers	Target Audience: All Educators

English Learners in your classroom - Things to keep in mind

When you're learning a new language, a "cognate" is an easy word to remember because it looks and means the same thing as a word you already know. For example, *gratitude* in English means the same as *gratitud* in Spanish.

For more information on working with EL students, contact:
Yutzil Becker: 605-773-4698

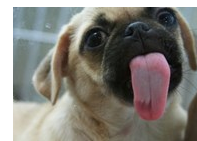
/g/	gallon	galon	
/i/	important	importante	
		*The English short i sound is a shorter version of the Spanish "i" sound: very similar, but pronounced more centrally in the mouth.	

Letter German English graphic

/f/ fisch fish



/l/ lecken lick



SEMILLAS (SEEDS)

SDSU Extension, along with the 4-H Youth Development Program and the South Dakota Department of Education Migrant Program hosted a day camp for children of South Dakota dairy workers on the campus of South Dakota State University.

This was a pilot program called Semillas (seeds) and was offered for several children of dairy farm employees. The program's objectives are to provide an ongoing hands-on learning experience and a culturally rich environment for youth to:

- ♦ See value in being contributing members of their local communities
- ♦ Learn leadership, citizenship and life skills
- ♦ Be introduced to the university's opportunities
- ♦ Understand the value of the dairy industry
- ♦ Be introduced to the mission and focus of the 4-H organization
- ♦ Explore their ethnic heritage while participating in local cultural activities

The youth participated in activities and workshops and toured the campus to meet with academic departments for a fun learning day. Families of the youth met with representatives from South Dakota State University, the South Dakota Department of Education and the National Farm Workers Association to

gain knowledge about services available to help support the education of their children. South Dakota Department of Education staff also provided an activity with materials to demonstrate and encourage the support of learning at home. An outcome of the day camp was to establish relationships and provide supports to the families of migrant workers in South Dakota.



SDSU Women's Basketball players Sydney Palmer and Jessica Mieras helped with the day. In these photos they were making piñatas.



Statewide Mentoring Program

The Division of Learning and Instruction recently announced the launch of DOE's new statewide mentoring program. Applications for the program - both mentors and new teachers - are being accepted through Sept. 16, 2016. For more information go to: <http://doe.sd.gov/mentoring/>



- Veteran educators:
Would you like to share your knowledge, skills and experience?
- New teachers:
Looking for an opportunity to build a relationship with an experienced teacher?
Want support in building your skills as a new teacher?
- **Become a part of South Dakota's new statewide mentoring program**, including school-year pairings and a summer workshop with colleagues from around the state.
- **Deadline to apply is Sept. 16, 2016.**
- Districts with existing mentoring programs are encouraged to visit the website to see how they can be a part of the program too.

doe.sd.gov/mentoring



21st Century Community Learning Centers

PIERRE, S.D. – A total of 10 21st Century Community Learning Center grants have been awarded to provide funding for academic enrichment opportunities for students. This year's grant recipients join 32 grant recipients already serving 49 sites across South Dakota.

Grants range from \$50,000 to \$150,000 a year. These grants support out of school time activities. School districts, along with community-based organizations and faith-based organizations, are eligible to apply. Projects are funded for a period of five years based upon successful implementation and annual reviews. A total of 21 organizations applied for funding this year.

This year's recipients include:

- Alcester-Hudson School District
- Armour School District
- Chamberlain School District
- Crow Creek Sioux Tribal School
- Multi-Cultural Center of Sioux Falls
- Summit School District
- Three Rivers Special Services Cooperative – Kadoka Area After School Program
- Wolsey-Wessington School District
- YMCA of Rapid City – Southern Hills – Custer, Hermosa, Edgemont

YMCA of Rapid City – South Park/South Canyon/North Teen Center

The 21st Century Community Learning Centers provide a range of high quality services that support student learning and development. Academic enrichment, tutoring, mentoring, homework help, music, arts, sports and cultural activities are key

components of the grants. The learning centers also offer literacy and other educational services to families of participating children.

"21st Century Community Learning Center grant recipients provide engaging and meaningful programming to students when the regular school day ends," said Sue Burgard, who oversees the 21st Century Community Learning Center program in South Dakota. "Afterschool and summer programming provides valuable academic enrichment for students in a wide variety of ways."

The program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act.

